

# Linguistically and Culturally Responsive Teaching (Part 1)



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# Agenda

- Introductions
- Definitions
  - Linguistically Culturally Responsive Teaching (LCRT)
  - Linguistically Responsive Instruction (LRI)
- Need for LCRT in Higher Education
- Understanding the International Learner
  - In U.S. Classrooms
  - Proficiency and TOEFL Scores
- Principles of Second Language Acquisition
  - Stages
  - Second Language Learning
- Strategies
- Questions/Ideas

# Introductions

- Intensive English Program
- Participants

# Definitions

- Linguistically and Culturally Responsive Teaching
- Linguistically Responsive Instruction
- Culturally Relevant Pedagogy
- Culturally Responsive Pedagogy

# Definitions

- Culturally Relevant Pedagogy
  - Ladson-Billings, Gloria (1992, 1995)
  - "It is an approach that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills and attitudes."
- Culturally Responsive Pedagogy
  - Gay, Geneva (2000, 2010)
  - "This approach aims to meet the needs of students by building on background, experiences and prior knowledge and welcoming this into the classroom and curriculum."

# Definitions

- Linguistically Responsive Teaching
  - Lucas, T., Villegas, A., & Freedson-Gonzalez, M. (2008).
    - K-12, six principles for teaching English Language Learners

# Need for LCRT in Higher Education

- Enrollment increase (Australian Government Department of Education and Training, 2008; Institute of International Education, 2016)
- Nearly half of international students in US from China, South Korea, Saudi Arabia, India (IIE, 2016)
- Promises of institutional effectiveness (Douglass et al, 2009), economic security (Smith, 2004; Maringe & Gibbs, 2009), global citizenship (Resnick, 2008)

Colleen Gallagher and Jennifer Haan, TESOL International Convention, March 24, 2017, Seattle, WA

# Need for LCRT in Higher Education

- Effective instructors of emergent multilinguals need knowledge and positive orientations about:
  - (1) educational cultures and languages of their students,
  2. research-informed pedagogical techniques for supporting learning of both disciplinary content and advanced academic language, and
  3. policies, programs, and resources in their teaching context.

(adapted from de Jong, Harper & Coady, 2013; Lucas & Villegas, 2013)



# Understanding the International Learner

- Different “discourse systems” (Scollon, Scollon, Jones, 2012).
- Discourse systems contain: “ideas and beliefs about the world, conventional ways of teaching other people, ways of communicating using various kinds of texts, media, and ‘languages’, and methods of learning how to use these other tools” (p. 8).

# Understanding the International Learner in U.S. Higher Education Classrooms

- Discourse System in U.S. Institutions of Higher Education
  1. Progress, egalitarianism, individualism, freedom of expression, competition and rationalism (Scollon & Scollon, 2001)
  2. Clarity, brevity and sincerity (C-B-S) style of speaking and writing (Lanham, 1983, in Scollon & Scollon).
  3. Class participation
  4. Expression of own opinions and ideas
  5. Challenge ideas from “experts” (instructor, professor) and other students
  6. Student-centered classroom

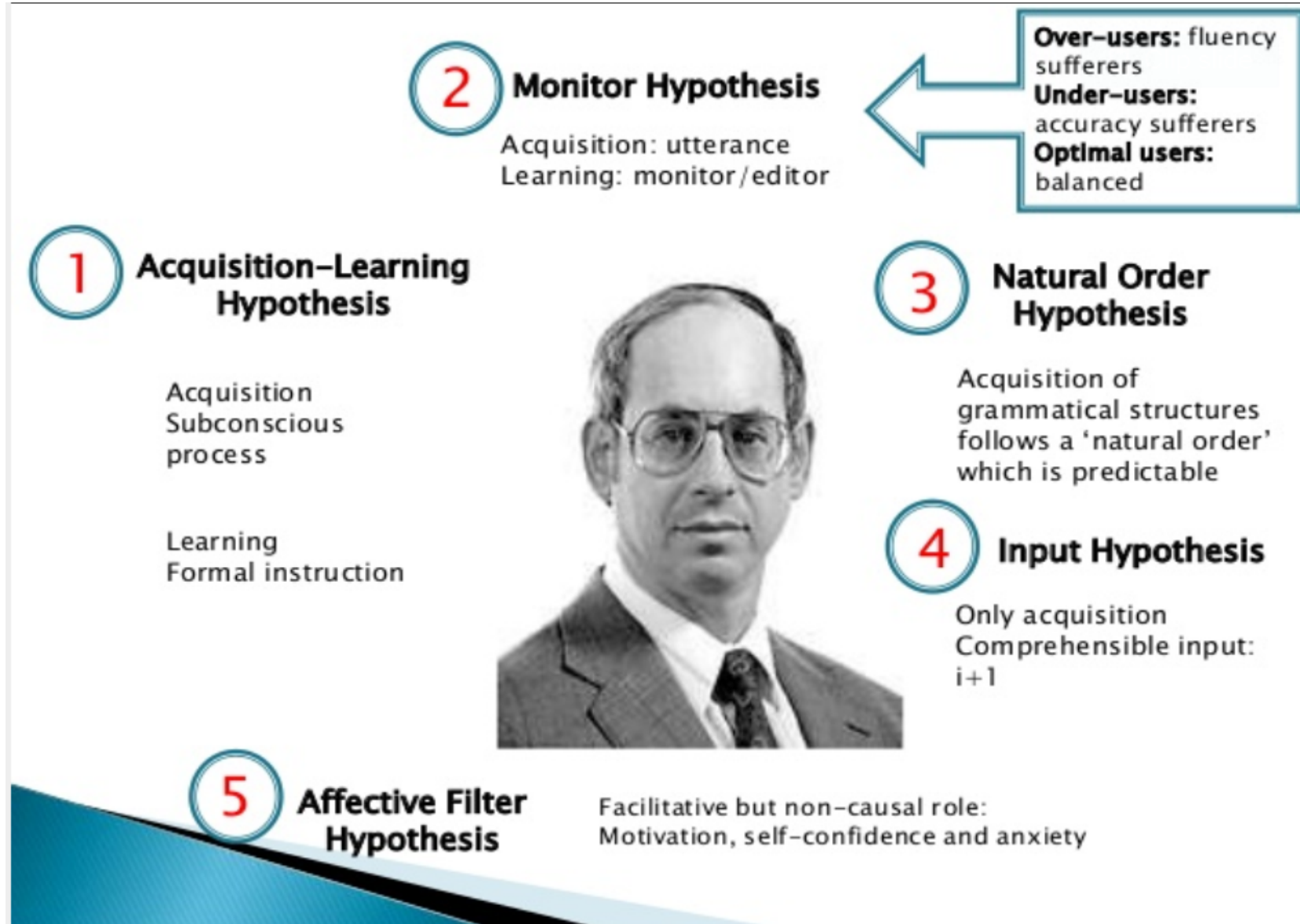
<http://www.inquiriesjournal.com/articles/661/2/cultural-issues-in-the-higher-education-classroom>

# A Word about English Proficiency and TOEFL Scores

- **Multilingual students may have many variations in English proficiency.** Some students excel at using English conversationally but may have more challenges with writing, grammar, and vocabulary. Other students may be proficient in academic language but have more difficulties with conversational English.
- **TOEFL scores may not always accurately predict students' abilities.** Standardized tests such as the TOEFL or IELTS are used to determine an international student's English proficiency; however, you may find discrepancies between students' scores and their actual proficiency level.

# Second Language Acquisition

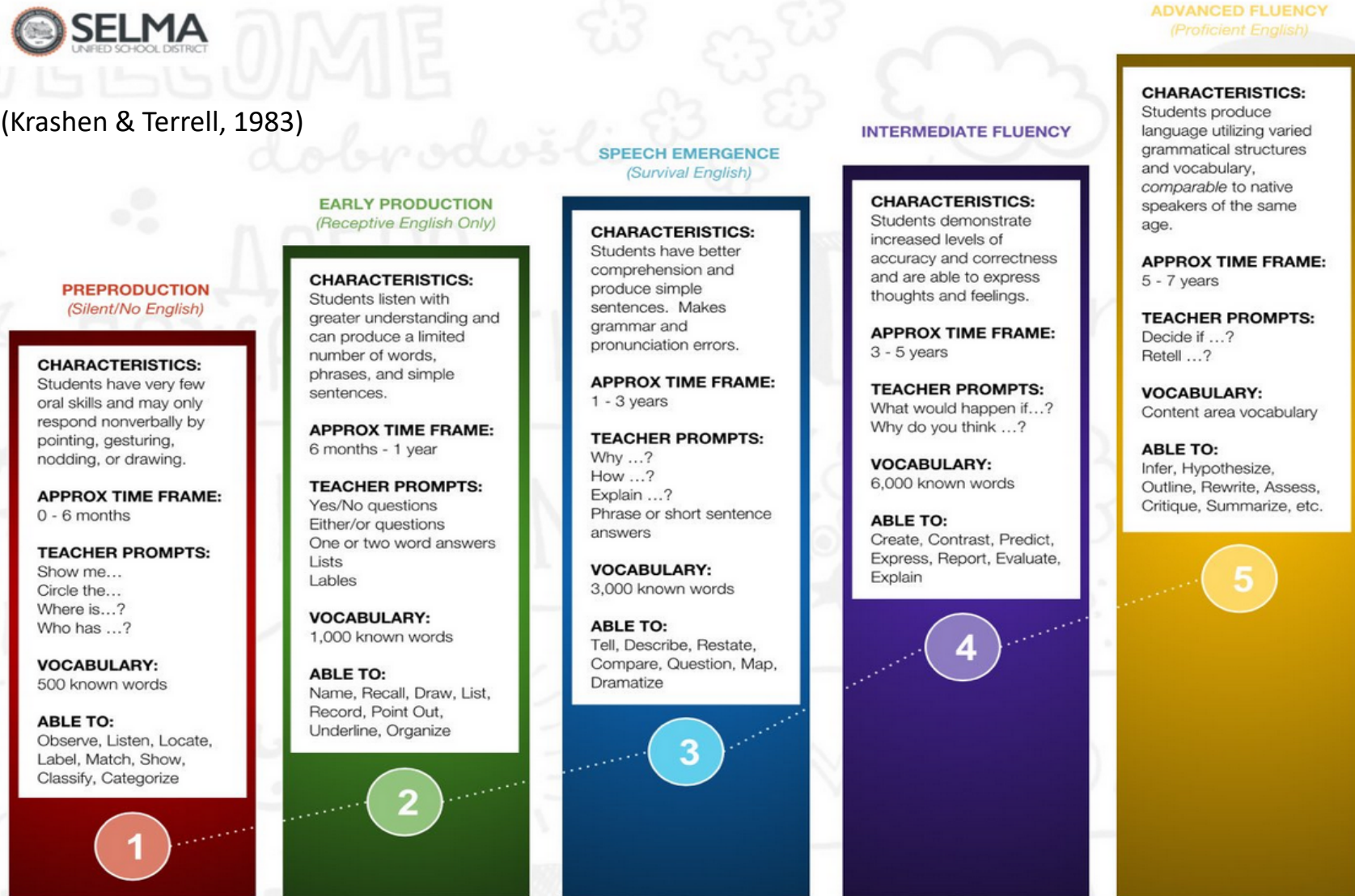
Stephen Krashen



# Stages of Second Language Acquisition



(Krashen & Terrell, 1983)



## 5 STAGES OF SECOND LANGUAGE ACQUISITION

# Principles of Second Language Learning

**Table 1**

## **Essential Understandings of Second Language Learning for Linguistically Responsive Teachers**

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1. Conversational language proficiency is fundamentally different from academic language proficiency (Cummins, 1981, 2000), and it can take many more years for an ELL to become fluent in the latter than in the former (Cummins, 2008).
  2. Second language learners must have access to comprehensible input that is just beyond their current level of competence (Krashen, 1982, 2003), and they must have opportunities to produce output for meaningful purposes (Swain, 1995).
  3. Social interaction in which ELLs actively participate fosters the development of conversational and academic English (Gass, 1997; Vygotsky, 1978; Wong-Fillmore & Snow, 2005).
  4. ELLs with strong native language skills are more likely to achieve parity with native-English-speaking peers than are those with weak native-language skills (Cummins, 2000; Thomas & Collier, 2002).
  5. A safe, welcoming classroom environment with minimal anxiety about performing in a second language is essential for ELLs to learn (Krashen, 2003; Pappamihiel, 2002; Verplaetse & Migliacci, 2008).
  6. Explicit attention to linguistic form and function is essential to second language learning (Gass, 1997; Schleppegrell, 2004; Swain, 1995).
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Note: ELL = English language learner.

Lucas, Tamara, Ana M. Villegas, and Margaret Freedson-Gonzalez. "Linguistically Responsive Teacher Education: Preparing Classroom Teachers to Teach English Language Learners." *Journal of Teacher Education*, vol. 59, no. 4, 2008, pp. 361-373.

<https://journals-sagepub-com.umiss.idm.oclc.org/doi/pdf/10.1177/0022487108322110>



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# Strategies

## What Instructors Can Do to Facilitate Comprehension:

- Speak slowly and clearly, and make sure you can be heard, especially in a large classroom space. If necessary, use a microphone.
- Write down any technical terms and disciplinary jargon on the board. If these terms are present on a slide, make sure to point them out and explain what they mean.
- Provide course content in multiple formats, for example, images that illustrate course concepts, or detailed slides and handouts.
- Repeat your statements, or paraphrase them, to give students the opportunity to listen again.

# Strategies

- Sequence instructions carefully. For example, instead of saying “Weigh your sample after adding the third compound to the mixture,” say “Add the third compound to the mixture; then weigh your sample.” The sentence structure in the second instance is simpler, and it matches the order of tasks.
- Avoid idioms and culturally specific references. If you do need to use a culturally specific reference, explain it.
- If you expect students to take notes, pause to give them time to do this. If you notice students not taking notes, it is possible that note-taking was not a habit in their prior schooling (it is not expected in all educational cultures). You can help them build this habit by providing explicit direction about what they should be writing down, whether it is copying what you write on the board, or writing their own thoughts and questions.



# Strategies

- Periodically, pause to allow questions and to check for understanding. Classroom assessment techniques are useful tools for this.
- Use language on tests and quizzes that is similar to the language used in course materials.
- In general, be very explicit in your instructions for everything, from in-class learning activities to assignments .

Questions/Ideas

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THANK YOU



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